

Professional Development of Teachers in a Global World

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Abstract: It has been a major concern of teachers to meet the needs of their students. In the global world teachers need to develop their skills to help their students more to sustain their motivation and achieve better. Working abroad is a good opportunity for teachers to develop personally and professionally. International experience allows teachers to make differences in the lives of their students. This paper describes the benefits of international experience on the personal and professional development of teachers. What changes teachers who work abroad bring home is another issue the paper deals with.

Keywords: Teacher, Abroad, International Experience, Achievement

1. Teachers Who Have a Global Perspective

Globalization is a process in which boundaries and barriers disappear, thus it increases the relationship between people which is directly affecting education. Global education focuses on issues such as being open-minded, using of multiple perspectives, removing stereotypes, discrimination and racism, accepting different cultures and universal values, developing empathy for other students and understanding their different cultural values (Merryfield, 2002). Global educators also focus on issues such as differences between cultures, awareness of intercultural and different perspectives, human rights, gender inequality, tolerance, social justice, respect for the values and opinions of people from different cultures.

The ability of having global perspective refers to having knowledge of the world's territories, cultures, global affairs and the ability of being responsible and effective in the global environment. Thus, a person with the ability of global perspective:

- Has knowledge and curiosity about the history, geography, culture, environmental and economic system of the world and the problems of today's world.
- Knows a language and has cultural skills to understand other people from other countries.
- Has commitment and ethical way of citizenship.

In addition to this, teachers should have the knowledge and skills in global competence (Teacher Preparation for the Global Age, 2008).

- To know the international dimensions of his own field.
- To have pedagogical knowledge for students to teach them in different perspectives.
- To have the ability and knowledge to teach students to be responsible citizens

According to Anderson (1982), global education requires being good at foreign languages and knowledge of curriculum. According to Hunter (2004), a person who has global knowledge knows the history and issues of the world, and also is respectful to different cultural values and attitudes. Hunter (2004) also states that a person who has global knowledge, at least knows one foreign language, has knowledge about the issues of the world and possesses positive attitudes about these issues. This person also can work effectively in international settings and easily adapt to different cultural environments.

Hanvey (1982) describes his views on globalization in five dimensions:

- a) Being aware of conditions in the world: A person should be aware of the conditions, developments, population growth, migrations, economic conditions, science, health, law and conflicts.
- b) Being aware of the perspective: The perspective of individual cannot be accepted by everyone. It can only be the individual's own opinion. This view can be shaped over time depending on the circumstances.
- c) Knowledge of global Dynamics: Individuals should know the mechanism that can improve the global changes.
- d) Awareness of people's preferences: Individuals should have the knowledge about their choice and preferences in the events.
- e) Awareness of cultural differences: Individuals should know that communities can be different from each other both culturally and ideologically.

2. Observing Different Educational Systems and Approaches in the Globalized World

Teachers while working abroad observe different education systems in other countries. They bring these new ideas to their own countries. Many studies (Irvine, 2003; Lucas et al., 1990; Rose, 1995) wrote about international experience of teachers and concluded that it increases teachers' skills and teaching approaches in the following areas:

- General education knowledge
- A deep knowledge of their own field
- Know different pedagogical approaches
- Powerful communication skills and use it in effective teaching
- Effective organizing skills

3. Using New Technologies in the Globalized World

Technology has been widely used in education. The use of technology influences on achievement of students as it facilitates comprehension. The use of technological tools has many benefits in the teaching and learning process (Lee, 2000):

- a) learners through experiencing have an opportunity of practicing what they have learnt
- b) technology based educational tools enhance motivation of learners
- c) Learners who are motivated to learn produce better achievement
- d) technology based educational devices create a real learning setting through providing authentic activities
- e) The positive interaction between lecturers and learners will create a comfortable learning environment where learners are stimulate to learn in a friendly atmosphere

Many researchers (Bork, 1985; Papert, 1980) suggest that the use of technology in the classroom has a positive effect in the teaching and learning process. According to these researchers, the use of technology leads to more student-centered and more individualized learning. Through computers, students can develop thinking skills and find different ways of solving problems (Jaber, 1997). Technology will bring different roles. For instance, students will become more independent and need to produce more and they will make use of each other's views (Means, 1997). According to another perspective, Klopfer, Osterweil, Groff and Haas (2009) list the benefits of using technology in the class:

- The knowledge is accessed easily with the use of technology
- It can be quickly decided whether the knowledge is relevant or not to the current subject through the use of technology.
- More information can be found on different sources with the use of technology
- Students can have more information in a short time through technology
- Information can be presented to students using different methods, so it increasas motivation and interest of them.

4. Developments and Changes of Teachers' Professional Lives Who Work Abroad

It can be said that people who work abroad can learn something from local students and teachers. Evans (2004) stated that teachers who have an abroad experience transfer their international experience to their students. In other words, international experience contributes to the professional and personal development of individuals. Casale-Giannola (2000) found that teachers who work abroad convey their experiences to their new school when they returned. In the same research, Casale-Giannola (2000) lists the personal developments of these teachers: advanced teaching techniques, high demand for teaching and a desire to help students for learning. Similarly, Timothy and his colleauges (2012) state that teachers who work abroad stand a better chance to develop themselves in the following areas:

1. An advanced worldview
2. More respectful to different cultures
3. More tolerance for educational differences and educational barriers
4. Advanced professional talent

5. Have a goal and more confidence
6. Good preparation and ability to solve unexpected situations

Serin (2017) in his study focuses on the outcomes of international experience and argues that teachers who work abroad have an opportunity to develop their teaching skills, effective use of technology in the classroom and better classroom management in diverse classrooms. Dooly (2010) emphasizes the importance of international experience for personal and professional development and stresses that abroad experience help teachers develop in the following ways:

- Information about the culture of the country teachers work in
- Increased confidence about own field and interest for foreign languages and new cultures,
- Information about the cultures of different schools

Garam (2007) argues that working abroad is useful for teachers, especially in the following areas:

- To recognize a new country or culture
- To have an interesting experience
- To learn new ideas about teaching content and methods
- To learn new ideas about the teaching and education system of the new country
- To find a chance to make a comparison between the new school and former school
- To break monotony
- To learn language and develop learning skills
- To meet international environment and exchange ideas
- To develop own experiences by studying in an international environment

5. Cultural Differences and Adaptation in the Globalizing World

According to Bennett (1986), individuals pass through six phases in the development of cultural knowledge: rejection, defense, reduction, acceptance, integration and inclusion. In the context of rejection, individuals are slightly concerned about other cultures and do not believe the existence of cultural differences. In the phase of defense, the views are threatened and they criticize other cultures and even claim that their own culture is superior. In the phase of reduction, individuals emphasize the common points of cultures rather than their differences. They use biological perspective and say “we are a race; human race” or use philosophical ideas such as “we are all the children of God.” In the phase of acceptance, individuals accept the cultural differences and understand the differences in behaviors and values. In this phase, individuals develop relationships with people. In the phase of inclusion, individuals produce a new reality and become citizens of the world. In other words, they remove the boundaries between cultures. As teachers work abroad, it is assumed that they will culturally develop and treat students from different cultural backgrounds equally.

6. International Experience and Opportunities for Personal Development

Internationally experienced teachers develop their understanding of traditions, cultures and the way people live. They want to take more responsibilities in international activities when they return to own countries and they have more friends and colleagues from other countries, and read more books and

newspapers (Cushner, 2007). Their ability to act independently increases, and become more self-confident, hence they can make decisions on their own. Developing tolerance and understanding of others' opinions is a product of international experience. In addition, adaptation, flexibility, easy dialogue with others and the ability to gain information from new places and objects develop (Cushner, 2007). Behavior can also be changed due to international experience. For many individuals, this experience can refer to the new ways and changes of thinking in the career (Wallace, 1999).

7. Conclusion

International experience help teachers develop in the following ways:

- Teachers develop the knowledge of own fields thus lessons become more interesting and fluent
- They become more respectful to other cultures and perspectives
- Working abroad is a useful chance for personal development
- They encourage their students to learn and keep their attentions alive
- They are aware of global affairs
- They work in harmony with their students and colleagues, and exchange experiences
- They develop the ability to follow their students' progress
- Reward their students when they are successful in learning
- They care about their professional development

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